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 12 month reporting date 4-02-04
 CLOSED 11-29-04

Smee School District Improvement/Progress Report Form School Year 2002-03

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| Principle 1: General Supervision | | | | |
| <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>During a review of student files to verify the district's annual child count the, team identified eleven students who did not have an IEP in place on December 1, 2001. In addition, the team identified a student who was listed on the federal count two times.</p> | | | | |
| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The school district's child count will reflect accurate information.</p> | | | | |
| <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>A system will be implemented to ensure that the child count is accurately reported to SD Department of Education.</p> | | | | |
| <p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p> | <p>Timeline for Completion ongoing</p> | <p>Person(s) Responsible Sped Director</p> | <p>6 month progress Record date objective is met</p> | <p>12 month progress Record date objective is met</p> |
| <p>All IEP cover sheets used by the Smee school district will have child count information on the bottom portion of the page. Each special education teacher will submit cover sheet to special education director. Student's disability information will be entered into state data program. When new students are identified the special education teacher will pass this information on to the special education director to be enter into the state data program.</p> <p>Data will be given to OSE in the form of a statement, indicating this has occurred on at least 100% of the IEPs.</p> | <p>May 2003, ongoing there after</p> | <p>Special Education Teachers and Director</p> | <p>MET – 10/28/03</p> | |
| Please explain the data (6 month) | | | | |

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| All cover sheets are turned into the Spec Ed Director for verification of child count info. The Spec Director is responsible for entering new students into the DDN. Some of our coversheets did not have the child count info on them, but we have written the data on them and are replacing them as we review. | | | | |
| Please explain the data (12 month) | | | | |
| To make sure that all students' IEPs are reviewed annually, each caseworker will be given a list of students who they are responsible for and annual review dates. OSE will be provided with a statement that all case managers were given their lists with review dates. | Annually | Sp Ed Director | MET – 10/28/03 | |
| Please explain the data (6 month) Our case load has been divided between the sped personnel and each is responsible for the annual review. We update this list weekly due to the population change within our students. | | | | |
| Please explain the data (12 month) | | | | |
| The child count will be reviewed prior to submitting to the Dept. of Ed. for final count. A statement that this has occurred will be given to the OSE. | Annually | Sp Ed Director | MET – 10/28/03 | |
| Please explain the data (6 month) The special education director works with the school secretary before submitting names to DDN | | | | |
| Please explain the data (12 month) | | | | |

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| Principle 1: General Supervision |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The district is currently employs a special education staff member whose teaching certificate has lapsed and is pending certification. |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will employ qualified personnel with valid teaching certificate to provide special education and related service. |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. Teachers with valid teaching certificate will provide special education for students with disabilities. |

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| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
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| District will work to hire certified staff, however when this is not an option as is the situation at this time a certified special education staff member will signs off on work that is completed by the non-certified staff member. A statement will be provided verifying that this procedure has occurred. | May 2003 | Superintendent | MET – 10/28/03 | |
| Please explain the data (6 month) Certified staff signed off on all documents for the non-certified staff, however, all staff are certified at this time. | | | | |
| Please explain the data (12 month) | | | | |
| Required course work will be completed by May, 2003 for the non-certified staff and valid certificate will be in place by school year 2003-04. A list of certified staff members with their current certificate endorsement and license number will be submitted to OSE. | July 2003 | Superintendent | MET – 10/28/03 | |
| Please explain the data (6 month) This has been provided to the OSE | | | | |
| Please explain the data (12 month) | | | | |

Principle 2: Free Appropriate Public Education

Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The monitoring team validated that suspension procedures are an area of non-compliance for the Smee School District. In cases of suspension or expulsion of students in need of special education or special education and related services, general due process procedures used for all pupils and additional steps specific to students with disabilities. Through interviews, the monitoring team concluded that school district staff has limited knowledge regarding procedures to follow when a student receiving special education service is subjected to suspension beyond 10 days. In a student file the monitoring team found documentation, which indicated suspension had occurred for more than 10 days. A meeting was held to determine manifestation, however, functional behavior assessment was not completed at that time. The manifestation review meeting did not have required members present. Those in attendance were the parent, special education director, and special education teacher, but no regular education teacher was presented. The manifestation determination review indicated that the behavior of the student with a disability was not manifestation of the student's disability. The IEP team did an addendum, which indicated that "Because of the fact that ___ is on an IEP ___ is entitled to continue services. Transportation was not addressed by the IEP team to ensure the student a free appropriate education.

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| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district wishes to follow suspension procedures, which will ensure students with disabilities a free appropriate public education. | | | | |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) When a student is suspended from school the district will follow appropriate procedures. | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
| The District will provide an inservice for staff in dealing with appropriate procedures in suspensions and expulsions with students with special needs. An agenda and summary of topics covered at the in-service will be provided to OSE. | April 1, 2003 | Superintendent and Sp Ed Director | MET – 10/28/03 | |
| Please explain the data (6 month) The entire staff received an inservice on the legalities involved in suspensions and expulsions. Gary Kaufman came to the school in March for the inservice. | | | | |
| Please explain the data (12 month) | | | | |
| The district will develop a flow chart for implementing suspension procedures to be disseminated among staff who deal with suspension. District will report to OSE on when the flow chart was completed, disseminated and to whom. | May 2003 | Superintendent and Principals, and Sp Ed Director | ONGOING | Met |
| Please explain the data (6 month) A policy is in place for suspensions, but a flow chart of such has not been developed at this time. The special education director will work with the Secondary Principal and develop one before January 1st. | | | | |
| Please explain the data (12 month) | | | | |
| In dealing with suspensions, the HS and Elem. principals will inform the special education director of any suspensions of students with disabilities on an IEP. The district will provide OSE with a statement telling of any students on an IEP who have been suspended. A log will be kept on all suspensions and number of days accumulated. That data will be reported to OSE. | May 2003 | Sp Ed Director | MET – 10/28/03 | |
| Please explain the data (6 month) The Sped Director keeps a log on all students with and without disabilities who are suspended or expelled. That info is sent in the form of a report to OSE. | | | | |

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Please explain the data (12 month)

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

The review team was not able to find documentation to support that the district is seeking the parent's input and participation in the evaluation planning process.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Parents will be given the opportunity to provide input into the evaluation planning process.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All student evaluations conducted will include documentation of parental input.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
|---|--------------------------------|------------------------------|--|---|
| The special education staff will receive an inservice regarding evaluation planning and how to make parents a part of the team. Presenter, date and who attend will be reported to OSE. | May 2003, | Sp Ed Director | MET – 10/28/03 | |

Please explain the data (6 month)

Chris Sargeant came to Smee and gave a workshop on Special Education IEP teams, evaluations, and modifications and adaptations.

Please explain the data (12 month)

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| Phone calls will be made by case managers to discuss with parents areas to be evaluated. Documentations of phone call will be made on the prior notice/consent form. Prior notices will be reviewed to insure that parent input was part of the evaluations planning process. When a case manager is unable to reach a parent by phone, a parent input form will be sent with the prior | May 2003 ongoing there after | Sp Ed Director | ONGOING | Met |
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| <p>consent and documented that the form is enclosed for them to completed and return.</p> <p><i>For the next 6 months Caseworkers will review each of their student's prior notice/content forms with the special education director to check content, there after a spot check will be completed on at least 2 files of each caseworker. The findings of these reviews will be reported to OSE.</i></p> | | | | |
|--|---------------------------------------|-------------------------------------|---|--|
| <p>Please explain the data (6 month)</p> <p>Case managers call the parents, explaining the evaluation process, and document on the last lines on the prior notice what the parent input was regarding the evaluation. Since our parents are very difficult to get a hold of, we send home a parent input form, but these do not usually come back.</p> | | | | |
| <p>Please explain the data (12 month)</p> | | | | |
| <p>Principle 3: Appropriate Evaluation</p> | | | | |
| <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>No documentation was found or appropriate signatures were not documented in student files to support that the IEP team determined whether the student was eligible for special education or special education and related service.</p> | | | | |
| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>A student's IEP team will determined whether the student is eligible for special education or special education and related service.</p> | | | | |
| <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Student eligibility for special education services will be determine by an appropriate team. The team will document that they are in agreement with the eligibility .</p> | | | | |
| <p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p> | <p>Timeline for Completion</p> | <p>Person(s) Responsible</p> | <p>6 month progress Record date objective is met</p> | <p>12 month progress Record date objective is met</p> |
| <p>The special education staff will receive an inservice regarding student eligibility for special education services and that this needs to be determine by an appropriate team. Presenter, date and who attend will be reported to OSE.</p> | <p>May 2003</p> | <p>Sp Ed Director</p> | <p>MET – 10/28/03</p> | |

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| Please explain the data (6 month) Rita Pettigrew met with us and inserved us in this area. | | | | |
| Please explain the data (12 month) | | | | |
| Using the present multidisciplinary team report form, the committee will determine eligibility when conducting initial and re-evaluations with students with special needs. Signatures of agreement will be documented. <i>The district will report on initial evaluations and re-evaluations, and how many had appropriated committee signatures. This information will be provided to OSE.</i> | May 2003 ongoing there after | Sp Ed Director | ONGOING | Met |
| Please explain the data (6 month) The multidisciplinary team report is used and there is a parent signature, administrator, Sped personnel, regular ed, and the student if appropriate, at minimum. | | | | |
| Please explain the data (12 month) | | | | |
| Principle 5: Individualized Education Program | | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) No present level of performance, goals and objectives were identified for counseling service on four students' IEPs. | | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Based on the teams decision that special education services & related services are need the district will ensure that present level of performances (PLOP), goals and objectives are written for the related services | | | | |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. Students receiving related services will have PLOP, goal(s) and objectives addressed in their IEP as appropriate. | | | | |
| Short Term Objectives: Include the specific measurable results that will be | Timeline for | Person(s) | 6 month | 12 month |

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| accomplished and the criteria that will be used to measure the results. | Completion | Responsible | progress Record date objective is met | progress Record date objective is met |
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| The special education staff will receive an in-service regarding related service. Presenter, date and who attend will be reported to OSE. | May 2003 | Sp Ed Director | MET – 10/28/03 | |
| Please explain the data (6 month) Rita Pettigrew discussed with us the area of related services. | | | | |
| Please explain the data (12 month) | | | | |
| When following the IEP process, the IEP team will determine related services. If counseling services are needed, it will be reflected back on the PLOP, goals and objectives and the person responsible to carry them out. <i>OSE will be provided with the number of students on IEP's with counseling as a related service, and if they have goals and objectives.</i> | May 2003 | Sp Ed Director | ONGOING | Met |
| Please explain the data (6 month) The IEP's have been reviewed, and when counseling is indicated, there are goals, and is addressed in the PLOP. On the IEP's that were incorrect, we redid immediately and sent them on the R. Pettigrew during last school year. | | | | |
| Please explain the data (12 month) | | | | |

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| Principle 5: Individualized Education Program |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Yearly review of Individual Education Programs (IEP) did not take place within the one-year timeline. |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will meet yearly or more often if warrant to review student IEPs. |

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| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. A students IEP team will meet annually or more often if necessary to review the students IEP. | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
| To make sure that all students' IEPs are reviewed annually, each caseworker will be given a list of students who they are responsible for and annual review dates. <i>Data of how many students' annual review dates were met and not met with in the 365 day timeline will be submit to OSE.</i> | May 2003, annually there after | Sp Ed Director | ONGOING | Met |
| Please explain the data (6 month) All students who were in our attendance center last year have current IEP's, but we had two students come into the system with outdated data. We are in the process of doing the necessary evaluations, and team meetings now. | | | | |
| Please explain the data (12 month) | | | | |
| Principle 5: Individualized Education Program | | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>Present Level of Performance (PLOP)</u> A student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In the majority of the files reviewed, present levels of performance did not contain the student's academic strengths, needs or their involvement in the general curriculum and parental input. | | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Smee school district will ensure that the PLOP in student IEPs have the required content. | | | | |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) | | | | |

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| and the needs identified in the present levels. | | | | |
| The PLOP for each student will be linked back to the functional evaluation information. It will consist of the area(s)/skill to be addressed, strengths, weaknesses, parent input and how the student's disability affects the student's involvement and progress in the general curriculum. | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
| The special education staff will receive an in-service regarding PLOP content. Presenter, date and who attend will be reported to OSE. | Jan 2003 | Sp Ed Director | MET – 10/28/03 | |
| Please explain the data (6 month) Rita Pettigrew met with us and we discussed how to handle this situation. We developed a page for PLOP for our IEP's that lists the skill area, weaknesses and strengths, how the disability affects the classroom, and the parent input. | | | | |
| Please explain the data (12 month) | | | | |
| To assist special education staff in writing PLOP the IEP page will reflect skill area affected linking back to functional assessment, its strengths and weaknesses, how the student's disability affects progress in general curriculum and parent input. <i>The SPED director will review 2 files from each SPED teacher and results will be submitted to OSE.</i> | May 2003 | Sp Ed Director | ONGOING | Met |
| Please explain the data (6 month) This page has been developed, is in use and a hard copy is available for inspection. | | | | |
| Please explain the data (12 month) | | | | |

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| Principle 5: Individualized Education Program |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) |
| Progress Reporting Each student's individualized education program must include: A statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed at least as often as parents of nondisabled students are informed. The monitoring team concluded through file reviews and staff interviews, that progress toward annual goals was not reported to parents. In some student files, progress report information was written but staff stated that copies were not sent to parents. In other student records, progress report information on the IEP was left blank. |

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| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that each student's IEP contains a statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed at least as often as parents of nondisabled students are informed</p> | | | | |
| <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>Each student's IEP will contains a statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed.</p> | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
| The special education staff will receive an in-service regarding progress reports. Presenter, date and who attend will be reported to OSE. | Jan 2003 | Sp Ed Director | MET – 10/28/03 | |
| Please explain the data (6 month) Rita Pettigrew talked to Donna Jensen, Kay Good Shield, Tracy Cowger, and Robin Rau. | | | | |
| Please explain the data (12 month) | | | | |
| A cover letter will be developed and sent with the report cards to parents indicating IEP goal and objective progress. These will be sent with the report cards on January 23, 2003. The SPED director will be responsible for making sure that they are with the report card. <i>The Special Education Director will do random checks quarterly and report this information to OSE.</i> | May 2003 | Sped Director | ONGOING | Met |
| Please explain the data (6 month) We developed a cover letter and at reporting time, we also send the goal sheets documenting progress along with the report cards. If the parents are not at conferences, we mail them out. The special education director has checked with the case managers to make sure that this procedure is being carried out. | | | | |

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Please explain the data (12 month)

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Individual Education Program (IEP) Team The monitoring team verified through file reviews that general education teachers were not regularly in attendance at student IEP meetings.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 The district will ensure that appropriate team members are present at student IEP meetings.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

The general education teacher(s) will attend appropriate IEP meetings for students with disabilities.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
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| The special education director will review with general educator teachers at a staff meeting the importance of them being in attendance at an IEP meetings. The meeting date will be submitted to OSE. <i>The director will do a spot check of two (2) IEP's from each case managers to check on attendance, which will be reported to OSE.</i> | May 2003 | Sp Ed Director | ONGOING | Met |

Please explain the data (6 month)

The Sped Director had in inservice at a regular staff meeting and talked to all teachers about the importance of their attendance. Chris Sargeant also talked about this issue.

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Principle 5: Individualized Education Plan

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation. The IEP team is required to address a course of study for students age fourteen and up. Student IEPs did not consistently contain a course of study for students. It was not being utilized as a planning device to help ensure the students achieved their desired outcomes for employment and independent living. The justification statements were not based upon assessment of the student's abilities in each of the areas in the transition plan. The secondary special education teacher was unaware of transition assessments.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district desires to provide and outcome oriented plan to assist students moving out of school into post-secondary options.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Students will be provided appropriate transition services that lead to their indicated outcomes.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
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| Case manager and the Sped director met with the regional transition liaison person and the state education specialist to review transition services. The date and names of person attending will be sent to OSE. | Jan 2003 | Sped Director | MET – 10/28/03 | |
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Please explain the data (6 month)

The entire SPED staff met with Rita Pettigrew regarding transition. Two of us went to Vermillion, June 10th-13th, for a class on transition put on by Black Hills Special Services and BHSU. We met with Betsy Valnes on September 12th, and are in contact with her. Keith Rouse is our project Skills

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| Representative and has been instrumental is helping us get our students employed. Our student attendance rate is very poor and that does affect their job rate also. | | | | |
| Please explain the data (12 month) | | | | |
| The district will develop a transition resource library with materials available for case managers to use when students are in need of transition services. A list of materials will be submitted to OSE. | May 2003 | Case managers and the Sped director | MET – 10/28/03 | |
| Please explain the data (6 month) | | | | |
| A resource library and list of such has been established and is in the Resource Room. The list was sent to OSE. | | | | |
| Please explain the data (12 month) | | | | |
| IEPs for students 14 and older will contain course of study for students, which will be utilized as a planning device to ensure students achieve their desired outcomes for employment and independent living. <i>Special education director will spot check 2 IEPs from each transition case manager and will submit a statement to OSE reporting the findings.</i> | May 2003 annually there after | Case managers and the Sped director | ONGOING | Met |
| Please explain the data (6 month) | | | | |
| Transition data is in IEP's for students 14 or older. The course of study is as accurate as possible. We went to a block schedule this year, and some of the electives were not in the plan when some of the IEP's were written. We did document that on the IEP's. | | | | |
| Please explain the data (12 month) | | | | |
| IEPs for students 16 and younger when appropriate will contain transition evaluation for students, which will be utilized as a planning device to ensure students achieve their desired outcomes for employment and independent living. <i>Special education director will spot check 2 IEPs from each transition case manager and will submit a statement to OSE reporting the findings.</i> | May 2003 annually there after | Case managers and the Sped director | ONGOING | Met |
| Please explain the data (6 month) | | | | |
| We have started using the TPI for our transition students. | | | | |
| Please explain the data (12 month) | | | | |

Principle 6: Least Restrictive Environment

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Interviews with special education staff indicated that they were unclear as to the information needed in a justification statement. In the majority of student files reviewed by the monitoring team, it was found that the placement committee does not provide a written description of the options considered and the reasons why those options were rejected for each placement alternative considered for the student. A written description of the option accepted and reasons why the option was accepted was not documented.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district wishes to ensure that the placement committee provides a written description of the options considered and the reasons why options were rejected for each placement alternative considered for the student.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

A student's IEP will contain a written description of the options considered and the reasons why options were rejected for each placement alternative considered for the student.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
|---|--------------------------------------|------------------------------|--|---|
| In determining placement the IEP team will provide a written description of the options considered and the reasons why those options were rejected for each placement alternative considered for the student. The team will then provide a written description of the option accepted and reasons why the option was accepted. The special education director will spot check 2 IEPs from each case manager to ensure LRE accuracy and report findings to OSE. | May 2003, annually there after | Sped Director | MET – 10/28/03 | |

Please explain the data (6 month)

The IEP team uses the terms accept and reject on 100 % of the IEP's written or reviewed since the November review.

Please explain the data (12 month)

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| Principle 2: Free Appropriate Public Education | | | | |
|---|------------------------------|---|------------------|-------------------|
| Please explain the data (6 month) The entire staff received an in-service on the legalities involved in suspensions and expulsions. Gary Kaufman came to the school in March for the in-service. | | | | |
| Please explain the data (12 month) This has been done, and we continue to review the law. | | | | |
| | | | 6 month progress | 12 month progress |
| The district will develop a flow chart for implementing suspension procedures to be disseminated among staff who deal with suspension. District will report to OSE on when the flow chart was completed, disseminated and to whom. | May 2003 | Superintendent and Principals, and Sp Ed Director | ONGOING | MET |
| Please explain the data (6 month) A policy is in place for suspensions, but a flow chart of such has not been developed at this time. The special education director will work with the Secondary Principal and develop one before January 1st. | | | | |
| Please explain the data (12 month) A flow chart has been developed and is on file in the Special Education Director's office. | | | | |
| Principle 3: Appropriate Evaluation | | | | |
| | | | 6 month progress | 12 month progress |
| Phone calls will be made by case managers to discuss with parents areas to be evaluated. Documentations of phone call will be made on the prior notice/consent form. Prior notices will be reviewed to insure that parent input was part of the evaluations planning process. When a case manager is unable to reach a parent by phone, a parent input form will be sent with the prior consent and documented that the form is enclosed for them to completed and return. <i>For the next 6 months Caseworkers will review each of their student's prior notice/content forms with the special education director to check content, there after a spot check will be completed on at least 2 files of each caseworker. The findings of these reviews will be reported to OSE.</i> | May 2003 ongoing there after | Sp Ed Director | ONGOING | Met |

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Please explain the data (6 month)
Case managers call the parents, explaining the evaluation process, and document on the last lines on the prior notice what the parent input was regarding the evaluation. Since our parents are very difficult to get a hold of, we send home a parent input form, but these do not usually come back.

Please explain the data (12 month) **We continue to send parent input forms home but they do not always come back. The Sp Ed Dir has gone to students' homes to hold an IEP meeting with the parent who did not want to come to school or to meet with the teachers. Then the team met and developed the plan with the parent's input from the home visit, and the final draft was discussed with the parent again. This has only been on two occasions, and is not a practiced routine. The case managers develop the prior notices under direction of the SPED Director. Parent input is being addressed on there and things that the school plans to talk about at the meeting is also being documented.**
11-04- Since school has started this 2004-05 year, there have been 14 prior notices sent out and the SPED Director has checked 2 from one case manager, 4 from the other case manager, and, 5 of the 14 are the SPED Director's cases. None have come back at this point, however there is one out yet.

Principle 3: Appropriate Evaluation

| | | | 6 month progress | 12 month progress |
|---|------------------------------|----------------|------------------|-------------------|
| Using the present multidisciplinary team report form, the committee will determine eligibility when conducting initial and re-evaluations with students with special needs. Signatures of agreement will be documented. <i>The district will report on initial evaluations and re-evaluations, and how many had appropriated committee signatures. This information will be provided to OSE.</i> | May 2003 ongoing there after | Sp Ed Director | ONGOING | Met |

Please explain the data (6 month)
The multidisciplinary team report is used and there is a parent signature, administrator, Sped personnel, regular ed, and the student if appropriate, at minimum.

Please explain the data (12 month) **100% of the new evaluations and re-evals had multidisciplinary team reports and they all had the required signatures. Since April of 2004, we have had 4 re-evals, and 12 new evaluations.**

Principle 5: Individualized Education Program

| | | | 6 month progress | 12 month progress |
|---|----------|----------------|------------------|-------------------|
| When following the IEP process, the IEP team will determine related | May 2003 | Sp Ed Director | ONGOING | Met |

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| services. If counseling services are needed, it will be reflected back on the PLOP, goals and objectives and the person responsible to carry them out. <i>OSE will be provided with the number of students on IEP's with counseling as a related service, and if they have goals and objectives.</i> | | | | |
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| Please explain the data (6 month) The IEP's have been reviewed, and when counseling is indicated, there are goals, and is addressed in the PLOP. On the IEP's that were incorrect, we redid immediately and sent them on the R. Pettigrew during last school year. | | | | |
| Please explain the data (12 month) At this time, we do not have any students with counseling as a related service. However, there are 2 new evals that MAY have counseling as a related service. If so, there will be goals, and the goals will related back to the PLOP. | | | | |

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
|--|-----------------------------------|------------------------------|---|--|
| To make sure that all students' IEPs are reviewed annually, each caseworker will be given a list of students who they are responsible for and annual review dates. <i>Data of how many students' annual review dates were met and not met with in the 365 day timeline will be submit to OSE.</i> | May 2003, annually there after | Sp Ed Director | ONGOING | Met |

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|--|--|--|--|--|
| Please explain the data (6 month) All students who were in our attendance center last year have current IEP's, but we had two students come into the system with outdated data. We are in the process of doing the necessary evaluations, and team meetings now. | | | | |
| Please explain the data (12 month) At this time, we have two students (Brothers)who need to have their meetings for placement. However, they are initial placements, and Mom missed the first meeting, and then they had 3 deaths in the family from a fatal car accident, and have not been able to come in. This is in the process at this time to be rectified. We had 33 <u>annual reviews</u> from April 1 – November 24. Each one of these have been completed within 365 days. | | | | |

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| Principle 5: Individualized Education Program | | | | |
|--|----------|---------------|-------------------------|--------------------------|
| | | | 6 month progress | 12 month progress |
| <p>A cover letter will be developed and sent with the report cards to parents indicating IEP goal and objective progress. These will be sent with the report cards on January 23, 2003. The SPED director will be responsible for making sure that they are with the report card.</p> <p><i>The Special Education Director will do random checks quarterly and report this information to OSE.</i></p> | May 2003 | Sped Director | ONGOING | MET |
| <p>Please explain the data (6 month) We developed a cover letter and at reporting time, we also send the goal sheets documenting progress along with the report cards. If the parents are not at conferences, we mail them out. The special education director has checked with the case managers to make sure that this procedure is being carried out.</p> | | | | |
| <p>Please explain the data (12 month) The practice developed at 6 months is still being practiced.</p> | | | | |

| Principle 5: Individualized Education Program | | | | |
|--|--------------------------------|------------------------------|---|--|
| | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
| <p>The special education director will review with general educator teachers at a staff meeting the importance of them being in attendance at an IEP meetings.</p> <p>The meeting date will be submitted to OSE.</p> <p><i>The director will do a spot check of two (2) IEP's from each case managers to check on attendance, which will be reported to OSE.</i></p> | May 2003 | Sp Ed Director | ONGOING | Met |
| <p>Please explain the data (6 month) The Sped Director had in in-service at a regular staff meeting and talked to all teachers about the importance of their attendance. Chris Sargeant also talked about this issue.</p> | | | | |
| <p>Please explain the data (12 month) The principals allow substitutes to go into the classrooms to free teachers to enable them to attend the IEP</p> | | | | |

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meetings if they need to be during the school day.

The meeting to inform the teachers of the importance of their attendance at the IEP meeting was held in conjunction with the pre-school in-service prior to the start of the 2003-04 school year, and again as a reminder at the pre-school in-service prior to the 22004-05 school year. I checked two files from one case manager and 4 from another case manager. The necessary signatures were on the document. I made sure that my IEP's had the proper signature also.

Principle 5: Individualized Education Plan

Please explain the data (6 month)

A resource library and list of such has been established and is in the Resource Room. The list was sent to OSE.

Please explain the data (12 month) **This has been done. See 6-month data.**

IEPs for students 14 and older will contain course of study for students, which will be utilized as a planning device to ensure students achieve their desired outcomes for employment and independent living.

May 2003
annually there
after

Case managers and
the Sped director

ONGOING

Met

Special education director will spot check 2 IEPs from each transition case manager and will submit a statement to OSE reporting the findings.

Please explain the data (6 month)

Transition data is in IEP's for students 14 or older. The course of study is as accurate as possible. We went to a block schedule this year, and some of the electives were not in the plan when some of the IEP's were written. We did document that on the IEP's.

Please explain the data (12 month) **The high school has gone back to a traditional schedule, so we do know what the required classes are. We have gotten the parents/guardians to become actively involved in the transition planning. I have spot checked 2 IEP's from each case manager before the IEP is held. Only one IEP did I have to re-address the issue. It was a draft IEP prior to the meeting, so it was taken care of before the meeting.**

IEPs for students 16 and younger when appropriate will contain transition evaluation for students, which will be utilized as a planning device to ensure students achieve their desired outcomes for employment and independent living.

May 2003
annually there
after

Case managers and
the Sped director

ONGOING

Met

Special education director will spot check 2 IEPs from each transition case manager and will submit a statement to OSE reporting the

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| | | | | |
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| <i>findings.</i> | | | | |
| Please explain the data (6 month) | | | | |
| We have started using the TPI for our transition students. | | | | |
| Please explain the data (12 month) The students who are 16 or older are filling out the TPI and other surveys for transition. | | | | |